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AUTHOR Siebel, Anselm
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ABSTRACT

This paper, based on information concerning the current status of vocational guidance in various countries, describes the main trends in its development in the context of the democratization of education. The experiences of the following countries are reviewed: Austria, Czechoslovak Socialist Republic, Federal Republic of Germany, France, German Democratic Republic, Great Britain, Hungarian People's Republic, Japan, People's Republic of Poland, Switzerland, Union of Soviet Socialist Republics, and United States of America. The following conclusions are drawn: (1) in the socialist countries, the right to education is directly linked to the right to work through the targets set by the various parts of the educational system; (2) in eastern Europe and the Soviet Union, the role of vocational guidance is intended to develop the ability and readiness of young people for work in their chosen occupation, and is closely connected to moral education in emphasizing the importance of diligence, discipline, initiative, creativity, love of work, and respect for all occupations; (3) the market economies of Western Europe, the United States, and Japan differ from the aims, content, and forms of the socialist polytechnical system, in that they are not directly based on immediate production; and (4) as a consequence, vocational training in Western Europe, the United States, and Japan is mainly the responsibility of enterprises, while vocational guidance in schools is aimed at adapting students to conditions prevailing in the economy and to technological development. (TE)

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S.129

VOCATIONAL GUIDANCE WITHIN THE CONTEXT OF THE DEMOCRATIZATION OF EDUCATION

by Anselm SIEBEL

Division des politiques et de la planification de l'éducation

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VOCATIONAL GUIDANCE WITHIN THE CONTEXT OF THE DEMOCRATIZATION OF EDUCATION

by Anselm SIEBEL

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SUMMARY

The present paper is based on information concerning the current status of vocational guidance in various countries and describes the main trends in its development in the context of the democratization of education. The experience of the following countries is reviewed: Austria, Czechoslovak Socialist Republic, Federal Republic of Germany, France, German Democratic Republic, Great Britain, Hungarian People's Republic, Japan, People's Republic of Poland, Switzerland, Union of Soviet Socialist Republics, United States of America.

RESUME

La présente étude est basée sur l'information concernant l'état actuel de l'orientation professionnelle dans différents pays et décrit les principales tendances de son développement dans le contexte de la démocratisation de l'éducation. Sont analysées les expériences des pays suivants : Autriche, République socialiste de Tchécoslovaquie, République Fédérale d'Allemagne, France, République Démocratique Allemande, Royaume-Uni, République Populaire de Hongrie, Japon, République populaire de Pologne, Suisse, Union des Républiques Socialistes Soviétiques, Etats-Unis d'Amérique.

A young person's choice of occupation is of vital importance, both to society and to the personal development of the individual concerned. It involves satisfying the human need for work through concrete occupational activity and development. Thus the right choice is both an important matter in itself and a major driving force for the development of one's character. Society therefore has a duty to provide young maturing individuals with every kind of support in making this decision.

In recent years the significance of vocational guidance has continually increased. The ongoing development of society in the socialist countries has made it more and more necessary for young people to make mature decisions about their occupation, based on high-quality guidance. This high quality is required for the task of developing young people in a all-round way, and for the further intensification of production, which includes the development and efficient utilization of social working facilities under conditions of scientific and technological progress.

In the market economies, too, the importance of vocational guidance has increased. In this case it is often part of the effort to check the alarming expansion of the unemployment rate for youth.

Structural changes in the economy, resulting from the modern development of technology and production, are the main reason for the increasing appearance of vocational guidance on the agenda of international discussion.

I. Vocational guidance and the educational system

In the socialist countries the right to education is directly linked to the right to work through the targets set by the various parts of the educational system. In institutions for general and vocational education, young people are prepared efficiently for life, work and further occupational development. Thus at all levels, education is geared to the real needs of life. Vocational guidance plays an important part in this. An evaluation of experience in the Czechoslovak Socialist Republic, the German Democratic Republic, the Hungarian People's Republic, the People's Republic of Poland and the Union of Soviet Socialist Republics brings out the following aspects of the role of vocational guidance in the educational system :

- Young people are prepared freely and consciously for work and for choosing their occupation. Their ideas, ideals and knowledge of the relevant facts are systematically developed on a long-term basis, thus paving the way for them to develop their intellectual and physical abilities to the best advantage of society as well as for their own benefit, and to derive satisfaction from their occupation. Choosing one's vocation is an expression of self-determination and self-fulfilment.

- Preparing young people to make a vocational decision means, among other things, giving each of them an opportunity to acquaint themselves with the modern findings of the natural sciences and technology in

the framework of their compulsory general education. All forms of general education provided at school take into account the trends in the development of science, economics, the natural world, society and technology.

- It is one of the fundamental educational purposes of vocational guidance to develop the ability and readiness of young people for work. Education for work, one of the principles of the socialist school, makes clear to the rising generation that in the socialist society every occupation is a respected one. They learn that in all of them diligence, discipline, initiative and creativity are needed.

- Vocational guidance is closely connected to moral education. It is aimed at transmitting the progressive values of the working people, and strengthening one's natural love of work. Moral education develops the readiness of young people to contribute, through high performance in their jobs, to peace and social progress.

- In the Czechoslovak Socialist Republic, the German Democratic Republic, the Hungarian People's Republic, the People's Republic of Poland and the Union of Soviet Socialist Republics, the polytechnical character of school education substantially contributes to vocational guidance. In all subjects a high level of knowledge is required and lessons are closely related to life, which is a principle of the polytechnic system. The education of young people through work is guaranteed, and their creative abilities and character are developed to reflect the communist morality. The general schools apply what is known as "the polytechnical principle" in all subjects, particularly mathematics and science but also in specific polytechnical subjects at each grade, in technical interest groups for out-of-school activities, and in voluntary, socially useful work at school and elsewhere. Young people learn that work is a highly significant sphere of human culture, and that it is both the source of social wealth and the main field in which man's character is developed. Young people are prepared for work and for their chosen occupation through first-hand working experience. They are directly integrated into the production process and create material value side by side with the workers.

- In the German Democratic Republic, polytechnical instruction was introduced in 1958. Gardening is taught in grades 1 to 4, woodwork and metalwork in grades 1 to 6, subjects like socialist production in grades 7 to 10, and technical drawing in grades 7 and 8. Above all, productive work itself is organized for pupils in grades 7 to 10, involving more than 5,000 enterprises and socialist co-operatives engaged in industrial, building and agricultural production. These provide a favourable environment for introducing young people systematically to work and the various occupations with the different demands they place on the individual. About a million pupils in grades 7 to 10 are thus supported by some 35,000 skilled workers, instructors and engineers in developing their general ability to work and, closely related to this, preparing them to make a vocational decision. Therefore, pupils in grades 9 and 10 have practical work assignments, according to the possibilities and needs of the national economy in the locations concerned. This enables them to learn about such things

as metal-processing, electricity, textiles, wood-processing, leather-processing, clothing, the chemical industries, the maintenance of agricultural machinery, agriculture itself, or construction. In grades 11 an 12 of the extended secondary school, the preparation of pupils for a course at university is considerably reinforced with assignments to "scientific and practical work".

In the socialist countries, the close relation between vocational guidance and education provides an important advantage for the universal and harmonious development of the individual.

In recent years, some Western European countries, like Austria and the Federal Republic of Germany, have introduced measures to link school education to adult work. However, they differ from the aims, content and forms of the socialist polytechnical system, in that they are not directly based on immediate production.

In Austria, pupils in the ninth and final year of compulsory school can attend a polytechnical course which aims at consolidating their general knowledge for practical life and the world of industry. Pupils who have not yet made up their minds about their occupation are prepared for this decision by vocational guidance. The polytechnical course includes sections on social, economic and vocational matters. Week-long periods of practical shop-floor experience enable participants to explore different types of work. This course is attended by 25 per cent of Austrian school leavers 1).

In the Federal Republic of Germany vocational guidance is the responsibility of the Federal Labour Office, which fulfils this obligation by providing information and individual consultations, and finding training vacancies. The Federal Labour Office is bound by law to co-operate with various social and industrial institutions, as well as with the schools. With the latter, most of its work takes place in the context of vocational guidance activities in social science subjects such as Sozialkunde, Gesellschaftskunde, Gemeinschaftskunde and work studies (Arbeitlehre). In courses such as economics, work, man and careers, and work and careers, pupils are taught about fundamental developments in the economy. Vocational guidance is provided in work studies. This subject deals with relations between economics, technology and policy, enabling the participants to form some idea of complex economic, cultural, social and political developments which are taking place. It is the purpose of this subject to introduce the pupils to standard tools, machines and materials, as well as work organization. This should improve the ability of young people to choose their occupation in a responsible way, and prepare them to make this decision. Excursions to enterprises, together with practical assignments, acquaint them with concrete industrial situations.

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1) Gruber, K.-H. : Das Bildungswesen in Österreich. Lecture at the international conference "Schule und Beruf - Bildungspolitik und Bildungsreform in Mittel-, Ost- und Südosteuropa". 25th-28th March 1985. Österreichisches Ost- und Südeuropainstitut (Austrian Eastern and Southern European Institute).

The connection between vocational guidance and the educational system, with its contribution to the transition from education to work, is also determined by the relationship in each country between schools, occupations and vocational training. The following three models are characteristic of the different approaches used.

1. Vocational training as part of a unified educational system

   This model is successfully applied in the socialist countries. It overcomes the dichotomy between general and vocational education, which prevails in the market economies, by providing comprehensive, scientifically based general knowledge with a polytechnical orientation. It prepares pupils for modern theoretical and practical vocational training, with due consideration for the development of technologies and production.

2. The dual system

   This system is used above all in the European market economies, where vocational training is mainly the responsibility of enterprises. It aims at providing opportunities to react more quickly to developments in technology, and at preparing the ground for a sound practical vocational training. However, the extent to which it is developed in Europe varies from country to country.

3. Career education

   In this system, used in the United States, vocational education is integrated into the general education syllabus and combined with vocational guidance. Career education aims at preparing pupils for working life, providing a general and vocational education, and gradually promoting vocational development, together with the utilization of out-of-school resources for learning.

Neither the dual system nor career education, however, fully combine vocational guidance with school education. The long-term co-ordinated process of vocational guidance is also limited, as it reaches relative completion only after adaptation to work. The integration of vocational education into a unified educational system in the socialist countries, on the other hand, creates conditions in which vocational guidance can contribute significantly to making a smooth transition from education to work.

II. Vocational guidance and the transition from education to work

Vocational guidance is a social, pedagogical and economic activity. It prepares students in a special way for the transition from education to work. The socialist countries covered in this study share the following basic principles :

- vocational guidance needs the co-operation of both schools and industry ;

- schools have to prepare young people for vocational training by providing modern general knowledge ;

- vocational training has to ensure that a proper balance is maintained between theoretical and practical vocational training ;

- structural changes in the economy have to be quickly taken into consideration in vocational guidance.

These fundamental principles are applied to some extent in the market economies, as well.

In Japan social and economic changes led to the decision to introduce, within the framework of a forthcoming school reform, practical training for pupils in the higher grades of secondary school. This will create better conditions for evaluating the practical abilities of pupils more precisely, and for enhancing their own understanding of their aptitudes. Practical activities are intented to help them form a maturer outlook on career and labour matters. Thus they can become aware of the necessity of career planning, and cultivate their ability to make decisions concerning their future profession [1].

In Austria reforms of the secondary school curriculum are encouraged, and projects are evaluated for their ability to improve co-operation between schools and industry in vocational guidance through visits to enterprises. In this way, pupils will be able to acquire the basic knowledge needed for vocational training, as well as information on their options for an occupation and the educational paths leading to it. They will also be able to follow important developments in the economy and develop their own interest in the world of work. Finally, these measures should give them a clearer idea of the elementary psychomotor demands of the different occupations [2].

In France and the United States of America, isolated attempts are being made to ease the transition from education to work by establishing closer links between education at schools and at industrial plants. However, there are no standard or binding regulations for this.

In the market economies in general, the transition from education to work is made more difficult, or even impossible, by unemployment. For this reason, and because of structural changes in the economy, it became necessary to try out new ways of making the transition from school to work.

In Great Britain, a pilot project known as the Technical and Vocational Education Initiative was launched in 1983. Its main objectives were to offer practical experience of general and specific work involving skills tailored to the needs of the individual and likely to be in demand in the near future. Results of this pilot project, which is organized in co-operation with industry and commerce at the suggestion of the

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1) Okuda, Suinjo : A study of career and vocational guidance in Japan. Final report on 4th international conference on vocational guidance, November 2-4, 1984, Ashiya University, Hyogo, Japan, p. 70-72.

2) Neunteufel, Robert : Berufsorientierung in der Schule. Lecture at the international conference "Schule und Beruf" (cited on page 3 above).

Confederation of British Industry and the Chamber of Commerce and Industry, are not yet available. It is expected, however, that the work skills of participants will be better developed and their chances on the job market will improve [1].

In Switzerland the transition from compulsory education to work has been facilitated in recent years by classes that are specialized according to choice of career (Berufswahlklassen), by preparatory courses for certain jobs, and a voluntary tenth year at school. Instruction at vocational schools has been improved. Introductory courses to acquaint apprentices with basic vocational skills have also helped to make the transition from school to work easier. Regarding the further development of the educational system in Switzerland, consideration is being given to discontinuing the practice of organizing education and work as separate stages occurring one after the other. In the new approach, schools would help, in the framework of a scheme for recurrent education, not only in preparing pupils to obtain vocational qualifications but also in the all-round development of individuals and their values and outlook on life [2].

In the socialist countries the transition from education to work is not seen only as a chronological sequence of events. Even at school, education is very closely linked to work and social realities. This is implied by the very purpose of education, which is the formation of a harmoniously developed individual with all-round interests.

In the German Democratic Republic compulsory general education and vocational training are constituent parts of the unified educational system, and as such related to each other in content. Of major significance for the transition from education to work are lessons in the polytechnical syllabus which prepare the participants for working life, but this is not vocational training in itself. In improving polytechnical education, trends in the development of society, science and technology have always been taken into consideration. This will continue to be the main way in which pupils are acquainted with the effects of scientific and technological progress on the options for work and careers. Modern production is one of the major factors determining vocational guidance.

In order to provide young people with a sound knowledge of work and prepare them for working life and their vocational choice, recent developments in the fields of electrical engineering, electronics and the automation of production have been integrated into the curricula

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1) Rangel, M. : Vocational guidance in the city of Birmingham. Final report on 4th international conference on vocational guidance. Nov. 2-4, 1984, Ashiya University, Hyogo, Japan, pp. 29-32.

2) Gretler, Armin : Rekurrente Bildung, zukünftige Verknüpfung von Schule und Beruf, Ansätze und Probleme in der Schweitz. Lecture at the international conference "Schule und Beruf", cited above.

for polytechnical instruction in grades 7 to 10. Production techniques are now dealt with in a more practical and dynamic way than previously. This general technical education is provided for all pupils to enable them to build up a solid base of general and vocational knowledge, to be developed later in their vocational training.

By doing productive work in industry, construction or agriculture, pupils acquire basic work skills, knowledge and habits. They learn about traditional work techniques and at the same time operate modern machines and equipment. This helps them to develop, even while still at school, a variety of technical interests. Thus the new generation of skilled workers is prepared to meet modern production needs, which include traditional work skills. The systematic acquisition of basic knowledge, abilities and skills is linked to the continual development of the individual. By combining academic and productive activities, learning about adult work at an early age, pupils acquire major skills and work experience.

In this way, they can adopt the moral values of the working people, orient themselves correctly in political and moral matters and make conscious decisions about their personal behaviour. They develop moral attitudes that are important both for their choice of occupation and for its subsequent fulfilment, and can thus contribute to scientific and technological progress, be flexible in their work and adapt easily to a change of work place or even a change of occupation.

In the Soviet Union compulsory education is linked at all stages to work and production, and new curricula are being developed to further improve education and training for work. The practical and laboratory assignments of pupils are going to receive more emphasis, and extra-curricular activities will be extended so as to provide comprehensive work experience 1).

In the People's Republic of Poland, as in the other socialist countries, polytechnical training is also provided.

It belongs within the framework of traditional general education subjects but also involves practical training through "work and technology" courses. The training introduces pupils to basic work, materials, tools and machines, as well as various production skills and technologies. This provides the groundwork for their vocational training.

Vocational guidance is related to the further democratization of national education systems in various ways, and the role it plays in the transition from education to work reflects these variations.

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1) Bednarova. "The new educational system in the Union of Soviet Socialist Republics". Lecture at the consultative meeting of representatives of European socialist countries, 1984. Charles' University, Prague.

III. General character of vocational guidance

In the countries covered by this study, vocational guidance as a preparation for life is seen as a major concern of society. It is understook that young people should be given all possible support in choosing their occupation, since an unsatisfactory choice is damaging both to the individual concerned and to society. Vocational guidance is one way to increase the satisfaction derived from work and to achieve self-fulfilment. At the same time, it is necessary to train people to meet the needs of society.

Austria, France, Great Britain, Japan, Switzerland and the United States of America seem to agree on the following points :

- Career development is a life-long process.
- Career guidance is developmental in nature and extends into adult life.
- The preparation for choosing an occupation involves several stages including developing awareness of the need to make a choice, exploring alternative choices, deciding on one particular occupation and implementing this decision.
- The choice of a particular occupation can be made more than once during one's life [1].

For the organization of vocational guidance these considerations indicate the following needs :

- More attention to developing the intellectual abilities involved in choosing an occupation.
- The participation of government bodies in vocational guidance.
- More active participation by the pupils themselves in preparing for their choice of occupation.
- Greater attention to individual dispositions in vocational guidance [2].

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1) Marland, S.P. : Notes on career guidance in America. Final Report on 4th international conference on vocational guidance, Nov. 2-4, 1984, Ashiya University, Hyogo, Japan, pp. 68-69.

2) Pellerano, Joan. The 4th international conference on vocational guidance. Introductory speech. Final Report on 4th international conference on vocational guidance. Nov. 2-4, 1984, Ashiya University, Hyogo, Japan, pp. 123-130.

The nature of vocational guidance is partly determined by the fact that technological development brings with it new moral values which have a direct bearing on the choice of an occupation. To an increasing extent, potential apprentices look for self-fulfilment and the satisfaction of their intellectual needs, thus developing new ideas on the meaning of work. In the market economies there is a tendency for young people to establish themselves in society and work relatively late in life [1].

In Japan it is understood that it takes a long time to prepare for a choice of occupation, and under the conditions of rapid technological development, it is particularly necessary to enable pupils to understand their own nature, abilities and vocational aptitudes [2].

In the socialist countries, however, the fundamentally educational function of vocational guidance is emphasized. Vocational training followed by success at work guarantees a secure livelihood as well as the development of the individual and society. Personal and social matters are inextricably intertwined with one's occupation. The various kinds of vocational guidance in the socialist countries all aim to bring social needs into line of personal aptitudes and interests as much as possible.

This concertation of interests is a major driving force of socialist development. The basically educational function of vocational guidance has a significant economic role, contributing as it does to the following processes :

- reducing discrepancies between the vocational inclinations of young people and the objective demand for skills ;
- following the plans of colleges and universities for a balanced intake ;
- utilizing the social working facilities rationally and efficiently.

In the socialist countries, vocational guidance is based on quotas calculated by labour economists, and implemented mainly by pedagogical means through a large number of educationalists.

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1) Gretler, Armin. Rekurrente Bildung, zukünftige Verknüpfung von Schule und Beruf, Ansätze und Probleme in der Schweiz. Lecture at the international conference "Schule und Beruf" - cited above.

2) Kide, Hirosmi. Vocational guidance and progress in technology. Final report on the 4th international conference on vocational guidance. Nov. 2-4, 1984, Ashiya University, Hyogo, Japan, pp. 89-91.

Vocational guidance must be in tune with the entire educational system, as well as with economic needs, if it is to prepare the rising generation to make a good vocational choice. This is an important task of all the social forces related to education, which include schools, enterprises, socialist co-operatives, families, vocational guidance centres, young people's organizations and the trade unions.

In the German Democratic Republic, school principals are responsible for the integration of vocational guidance into curricular and extra-curricular education by the teaching staff. Guidance is based on information provided by local government bodies about the development of the national economy, the economic situation in the area, and the university and college places available. In implementing long-term vocational guidance, schools closely co-operate with enterprises. Experience gained in the German Democratic Republic suggests that it is useful to evaluate systematically the vocational inclinations of pupils, from grade 6 onwards, with their respective class teachers and subject teachers, as well as the elected parents' representatives, the delegates of industrial unions and the elected representatives of the young people's organizations, so that social needs can be matched to personal interests as far as possible.

As can be seen from these experiences, the best conditions for vocational guidance are created by the polytechnical approach to school education. Based on solid and applicable knowledge and the comprehensive implementation of the polytechnical principle in scientific subjects, an ideological understanding for the new role of science and technology is developed among the pupils. The moral preparation of young people for choosing their profession is closely connected to this, and includes education for diligence, disciplined work, a sense of responsibility, persistence and collectivity. A modern general education closely linked to practical life enables pupils to understand more fully the basic implications of the scientific and technological revolution and the scientific foundations of production. Arousing the interest of young people in science and technology is also an aspect of vocational guidance. This is the task not only of compulsory classes but also of optional lessons, out-of-school interest groups, and pupils' academies and clubs.

According to the experience of other socialist countries, above all the Czechoslovak Socialist Republic, the Hungarian People's Republic, the People's Republic of Poland and the Union of Soviet Socialist Republics, vocational guidance is not considered complete until the person concerned has been successfully integrated into the world of work, and even then it may be resumed at a later time. This broadens the idea of vocational guidance into one of a life-long process as mentioned above. Its expansion is occasioned by the need not only to change professions, but also to stabilize decisions once they have been made.

Because of its wide-ranging implications, many forms of vocational guidance have been developed.

IV. Forms, planning and timing of vocational guidance

In the German Democratic Republic, as in other socialist countries, vocational guidance has the following tasks :

- To harmonize social needs and personal interests, while ensuring that a free, responsible and well informed vocational decision is made by the individual.

- To allow young citizens to fulfil their responsibility to learn a profession or trade, as laid down in the Constitution of the German Democratic Republic.

- To enable young people to know what their inclinations, interests and abilities are, and bring them into line with social needs.

- To inform young people about the economy and occupations.

- To support young people in their efforts to bring their abilities and interests into line with a suitable job.

In the market economies there are insufficient links between vocational guidance and the educational system as a whole, and insufficient co-ordination between the content of general school education and vocational education. This makes it difficult to implement the right for all to work.

The forms and timing of vocational guidance must take into consideration the fact that this activity always requires a diagnosis of the characteristics of the potential trainee, and of the guidance he or she needs. Vocational guidance is thus a process of passing on and evaluating information.

In the countries under review here, a number of similarities and divergences appear in the ways in which vocational information is provided. In all countries, young people are offered various kinds of information material. These include job descriptions, numbers of trainee positions available, and statistics on the vocational preferences of young people. This information is made available in different ways, the most common of which are special sections in the school libraries, mass communication media and state-run vocational information centres. The information centres may vary in their function. In Great Britain, for example, career information centres have to provide schools and public relations departments with information on vocational matters. In France and Hawai, career information centres are also used. In some socialist countries, especially the German Democratic Republic and the Union of Soviet Socialist Republics, career advisory centres have been established. In the German Democratic Republic these are administered by local government. They are seen as pedagogical institutions, and as such they provide the main institutional framework for vocational guidance. Career advisory centres have the following tasks :

- to give advice and psychological testing to young people in choosing their vocation ;

- to provide technical and methodological support for vocational and professional guidance at polytechnical schools ;

- to qualify those working in the field of vocational guidance ;

- to create and distribute job-related information materials ;

- to analyze the trends in the vocational preferences of young people in the area.

Career advisory centres have been established for pupils of grades 6 to 10. With regular talks and lectures by representatives of different trades, site visits, film shows and other such activities, these centres have turned out to be most successful. They are organized so that the same content is available for all pupils of a given age group. In addition to this the centres work with various groups of pupils on a long-term basis. In such groups young people gain a better insight into the occupations within a certain branch of the economy, depending on the needs of the local area. They learn a great deal about job requirements, tasks and openings, and opportunities for career development in a limited number of occupations. Individual consulting is also a part of the work of the vocational advisory centre. Supplementary help is provided for those who find it difficult to decide on an occupation, for physically handicapped children and for those with learning and conduct difficulties. In consultations for handicapped people, jobs which are suitable for their actual physical and mental abilities are recommended, and suggestions are made to the relevant enterprises on establishing protected work places.

For young people preparing to make a vocational decision, the possibilities for obtaining information have improved in recent years. Raising the level of information has also added to the importance of personal contact between the young people involved and their counsellors. In all countries, consultation is the most important form of vocational guidance. Both group and individual consultations are common. Group consultations can only refer to general aspects of finding the right occupation, which include such matters as educational paths, social conditions during vocational training, and making applications. Individual consultations are rated higher in efficiency, though a greater personal involvement is required. In the market economies, the effectiveness of individual consultations is somewhat limited by differing job opportunities, differentiated educational levels, and youth unemployment. This sometimes results in hopeless efforts on the part of counsellors to find a traineeship which fits the interests of the young person concerned, and lack of time to give sufficient attention to the special characteristics of this person.

In Czechoslovakia, the German Democratic Republic, the Hungarian People's Republic and the People's Republic of Poland, pupils with health problems, intellectual difficulties or a pronounced indecisiveness receive more intensive individual guidance. Those who have difficulties in making up their minds are registered at an early point and receive guidance in special programmes. In the German Democratic Republic it has proved to be useful to arrange individual consultations for all pupils, in accordance with the educational principles of this country. This involves

the following steps :

- determining the precise objective of the consultation,
- determining the subject-related information to be used in the consultation,
- identifying issues on which the counsellor has to obtain supplementary information during the consultation,
- deciding which persons are to take part in the consultation,
- gathering reference material to give the pupil at the end of the consultation,
- deciding on the next steps towards arriving at a decision.

In all countries consultations involve an analysis of the individual characteristics of the young people concerned. In Great Britain tests are used to determine their abilities. In the Federal Republic of Germany tests are being prepared to explore vocational interests, and programmes are being devised to enable young people to become aware of their own aptitudes before consultations start. In Japan and Hawai the "Fukuyama Profile" has been applied successfully. This is a process based on self-analysis and job-analysis in which selected attributes of the individual (chiefly character and interests), together with his or her physical condition (chiefly the functioning of the senses) and work experience, are related to the requirements of the occupation desired. After this procedure a probability statement is made on the suitability of one's decision. The Fukuyama Profile combines analysis with elements of guidance and makes for greater security in the choice of a profession or trade.

There are significant differences in the practical application of the various forms of vocational guidance, resulting from differing approaches to determining the relationship between schools, occupations and vocational training. In the socialist countries much of the vocational guidance is provided at school. The main forms it takes are as follows :

- polytechnical instruction,
- visits to enterprises and vocation-oriented forum discussions for pupils and their parents on the basis of agreements concluded with enterprises,
- contracts with the vocational advisory centre for class and group consultations,
- support for subject teachers in utilizing the potentialities of modern teaching in their field for vocational guidance,
- support for families in bringing up their children to develop a communist attitude towards work and related interests,

- co-operation and support for the childrens' and youth organizations in preparing the ground for vocational guidance,

- a wide range of optional events and out-of-school interest groups to develop and promote interests, skills and talents.

Pupils in the Czechoslovak Socialist Republic, the German Democratic Republic and the Union of Soviet Socialist Republics are systematically prepared for their vocational decision from their first day at school onwards. In the German Democratic Republic, for instance, primary school lessons on local history and actual socio-economic situations, together with polytechnical instruction starting at grade 1, help to provide preliminary information and ideas on various occupations and their basic requirements.

In Austria and the Federal Republic of Germany, too, vocational information is provided at elementary schools.

The most suitable forms of vocational guidance must be determined in conjunction with the timing of direct preparation for choosing an occupation. As a rule, vocational guidance starts between the ages of 12 and 14, but the best starting time depends on the level of knowledge pupils have acquired, and their psychological maturity, as well as medical and legal considerations. The timing of decisions made during the course of one's education also comes into this, and has a direct influence on guaranteeing equal opportunities for all in the choice of an occupation.

V. Problems in vocational guidance for young people, particularly in relation to guaranteeing equal opportunities for all

One of the problem areas in vocational guidance arises from the need to develop vocational inclinations in such a way as to correspond to the needs of the economy. In reality this is possible only if the social working facilities are planned on a long-term basis, and vocational guidance takes into consideration the needs of the economy. In the German Democratic Republic and other socialist countries, every young person is provided with an apprenticeship and a work place corresponding to his or her qualifications. This is achieved because vocational guidance is generally understood to be a pedagogical task which has to pay attention to economic requirements.

In capitalist countries such as the Federal Republic of Germany, vocational guidance pays little attention to the requirements of economy. The number of unemployed youth there is very high.

The practical organization of vocational guidance is inseparably linked to safeguarding the right to work and equal opportunities for all. Some of the major difficulties are caused by making early decisions on the type of education to choose. For instance 4th grade pupils in the Federal Republic of Germany must choose between main upper primary school (Hauptschule), intermediate school (Realschule) or grammar school (Gymnasium). This has direct consequences for one's later vocational development. Also differences in the standard of education provided

at school of the same level present a problem as they imply career-oriented prospects for attending secondary educational establishments. This is the situation prevailing in Japan.

A positive effect results from the uniform development of modern general knowledge in all pupils so as to facilitate a conscious choice of occupation or educational path at the age of 14 or 15. Also beneficial is a well planned timing of deadlines for applications at secondary institutions of education of vocational training, so as to guarantee equal chances for all, from the point of application onwards. In the German Democratic Republic this has been put into practice.

To guarantee equal opportunities for all, it is also necessary to arrange vocational guidance for the physically or mentally handicapped, and for children in ethnic minorities. In all countries special consultations are developed for such groups.

The high percentage of unemployed youth in some market economies has called for the development of special programmes. They involve young people who either did not find an apprenticeship or were dismissed after completing their vocational training. In the Federal Republic of Germany two ways of reducing the ill effects of youth unemployment are being tried. The first consists of measures taken by the National Labour Office to prepare young people for an occupation with basic courses, promotion courses and vocational integration courses. The second is the introduction of a preparatory year, preceding vocational training and following graduation from general school.

In 1978 a youth opportunity programme was launched in Great Britain, which had become a youth training scheme by 1984. It offers a year of general vocational training to unemployed youth, to improve their chances of gaining access to the world of work.

Measures to reduce the ill effects of youth unemployment are sometimes included in comprehensive programmes for improving vocational guidance.

VI. Measures to improve vocational guidance

Because of the strategic importance of vocational guidance for society and the development of the individual, all countries are faced with the task of continually raising the standards of vocational guidance in relation to the level of development they have attained.

The different social conditions described in this study explain why measures taken in the market economies are mainly directed at making vocational guidance a more essential part of the educational system as a whole, making the content of existing forms of vocational guidance more complete, and improving the material means provided for vocational guidance.

France, Great Britain and Japan define as their main task the establishment of closer links between the activities of vocational information centres, schools and businesses in order to acquaint young people with work at an early age and make the transition from school to work

easier for them. In Japan, the Ministry of Science, Education and Culture presented a draft bill for a school reform in 1984 [1]. It provides for courses and vocational guidance programmes for junior and senior high schools. Its main points are as follows :

- Vocational guidance should be executed continually throughout the school year.
- Pupils should become more active themselves in the preparation for choosing an occupation.
- Schools should co-operate more closely with organizations and institutions in their vicinity.

This requires a re-organization of work in the schools. The most important step will be the appointment of career guidance directors at schools. They will be responsible for the planning and management of the whole career guidance programmes with the support of other staff members in the school. The systematic training and qualification of teachers is planned, to enable them to perform their vocational guidance tasks as effectively as possible.

In New York City teachers' seminars are held to introduce teachers to the theoretical and practical tasks of vocational guidance. The basic and advanced training of teachers in vocational guidance is an important task in establishing closer links between this activity and the educational system.

In the Federal Republic of Germany, France, Great Britain, Switzerland and the United States of America attempts are being made to coordinate vocational guidance efforts, with a training scheme that is geared to the educational system as a whole, and by raising the level of preparation for choosing an occupation. In the United States of America and in France the number of pupils encountering difficulties in choosing a trade or profession has been reduced by means of a training scheme devised to help people make this decision.

In the Federal Republic of Germany the training scheme for choosing an occupation has two main aims : to enable pupils to analyse their family and school as factors influencing their decision, and to enable them to draw conclusions for their own vocational development from the conditions prevailing in the economy.

In practically applying such training schemes, the countries concerned consider it necessary to co-operate closely with schools and enterprises, to involve families in this kind of training, and to encourage pupils to be active themselves in preparing for their choice of occupation. This reflects the endeavour to counteract premature or one-sided vocational guidance by providing more individualized help. It

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1) Okuda, Shinjo : "A Study of Career and Vocational Guidance in Japan". Final Report of the Fourth International Conference on Vocational Guidance. Nov. 2-4, 1984. Ashiya University, Hyogo, Japan, pp. 70-72.

therefore becomes necessary to improve the performance of full-time career guidance specialists. Counsellors have to be aware of developments in technology and production, and of structural changes in the economy. The work of counsellors will also call for greater attention to educational psychology.

The socialist countries are striving to supply whatever content is still missing in systems of vocational guidance, and to continue the humanist endeavour to develop a multitude of individual aptitudes, interests and talents among young people, and help them translate these individually into suitable decisions coinciding with social needs. That is why in the German Democratic Republic student teachers are prepared, in a number of lessons on this subject, to give vocational and professional guidance to older pupils. This enables them to fulfil their responsibilities as class teachers and subject teachers more adequately in the long-term preparation of young people for choosing their occupation.

The further development of the system of vocational guidance in the socialist countries is an integral part of the various social measures being adopted to respond to scientific and technological progress. So far, the experience of accelerated scientific and technological progress has shown that vocational guidance as a constituent part of education and youth policy, will continue to guarantee every young person the right to work, education, qualifications, and the free choice of an occupation. Under the conditions of social, scientific and technological progress, vocational guidance emerges as a humanist task with the aim of enabling young people to an increasing extent to meet their vocational needs, and to participate directly in production and development by choosing the right trade or profession.

It should not be forgotten, finally, that in all countries the humanist efforts and aspirations to prepare young people comprehensively for life and work can be implemented but only if peace is safeguarded lastingly. This is what will make it possible to open up for children and young people the prospect of a worthwhile future. Everyone wants to live and work in peace, and in all countries education can and must make an effective contribution to this.

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